

THE
MASSACHUSETTS TEACHER.

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THE MASSACHUSETTS TEACHER.

THIS number completes the present volume of the "Teacher;" and we deem it a fit occasion to say something to our readers in its behalf. For eight years it has striven to diffuse correct ideas upon the great subject of education, to make known the most successful methods of instruction, to awaken a desire for a higher culture on the part of teachers, to increase their sense of responsibility, and to excite more interest in their profession than has been heretofore manifested. It has not labored in vain. Its success has been even greater than was anticipated. But as all advance always shows us something beyond, worth striving for, so from the present position of the "Teacher," we can easily see how it can be made to accomplish more.

It is well known that the "Teacher" was first brought into being by the action of the State Association; and that it has always been under its control. It was the first to take the field as a strictly professional journal,—one in the hands of teachers themselves. It had its difficulties to encounter,—difficulties not fully appreciated now; but, through the perseverance of its friends, it surmounted them all. Pecuniary sacrifices were cheerfully made, and time and efforts freely given; and as the result of all, we now have the "Teacher" established upon a permanent basis, with a list of subscribers steadily increasing from year to year. Its income is not what it should be, not what we hope it will be; but it is enough to remunerate the publisher. It only remains for all its present friends to exert themselves but half as earnestly for it as did its early friends, to put it in a better position than any educational journal in this country has ever reached.

From the beginning, the editorial service has always been free. No editor or correspondent has ever received anything for his articles. And though, amid the press of daily duties

the labor of preparing a number of the "Teacher" has been seriously felt, still teachers who have been called upon to serve as editors have not felt at liberty to decline. Want of time and the unwillingness of others to furnish communications have sometimes compelled an editor to send out a different number from what he desired; still, each one has cheerfully done what he could, and we have reason for believing that the readers of the "Teacher" have been abundantly satisfied with the labors of its editors. To them its reputation at home and abroad is mainly due. They have gained for it its present standing and influence, and made it an efficient instrumentality in the work of education. Whether the present system of editing is the best or not, is a question worth considering. Perhaps a better one can be devised when the publisher's receipts will allow an appropriation for editorial purposes.

The action of the Massachusetts Teachers' Association has been extensively imitated in other States. The "Teacher" has now many worthy coadjutors in the field. New York, Pennsylvania, Ohio, Connecticut, Illinois, Georgia, Rhode Island, Michigan, each has its Teachers' Journal. Some of these are conducted upon the same plan as our own, and all are conducted with ability. We heartily commend them to those of our readers who wish to extend their observations abroad, and receive light from all quarters. Possibly a knowledge of what the teachers of other States are accomplishing may not be without its advantages in leading our own teachers to more active efforts for the advancement of educational interests here. We have read the journals upon our exchange list with interest, and would make our grateful acknowledgment for many valuable ideas. We regard it as no small honor for the "Teacher" to have been the pioneer of this class of journals. We trust that the teachers of Massachusetts will see that it is so well sustained and conducted that it will never suffer when brought into comparison with them.

It is in the power of our teachers, we verily believe, to produce a better educational journal than has yet been seen. We wish they would just now take the subject of the "Teacher" into more earnest consideration, and each one manifest a willingness during the coming year to do his part towards making it what he conceives it ought to be. The burden of sustaining it would be comparatively light, if it could be more equally distributed. One or two articles each year from each one, embodying his best thoughts, or most successful methods, would furnish all the matter desirable. The articles that have filled the pages of the eight volumes now completed, have been drawn from but a small portion of our teachers. They are but the harvestings of a narrow field. The crop has been excellent; and it is its excellence that makes us look with longing upon

the far wider field whose rich soil has not yet produced anything which the "Teacher" could gather in. Let all our teachers, of all the different grades of schools, manifest only a small degree of interest even, and allow the "Teacher" to draw upon them once in a while for the fruits of their experience, and it will at once increase in usefulness and efficiency. It would thus receive a greater variety of articles, and be able to do full justice to all departments of education.

Before all the improvements that are desirable can be made in the "Teacher," it must have a more earnest support. Not one quarter of the teachers of the State are its subscribers. The receipts will not allow the publisher to go to any extra expense in enriching its pages. This ought not to be so, and it is unworthy our State that it is so. Let our subscription list be doubled, and there will be something to spend in improvements. Can it not be doubled? If only half of our teachers subscribe, it will be more than doubled. More than quadrupled will it be, if all subscribe. And why should not all subscribe? One dollar a year is but a small contribution to the cause, even though it yielded no individual return. There are but few teachers who cannot afford to make it. But it would yield a return in every instance; for the funds thus secured would enable those having the "Teacher" in charge to produce a journal that would be worth something to all, — one no teacher could afford to do without. We should like to ask all the teachers in our State to try the experiment for one or two years of subscribing for the "Teacher," and paying for it in advance. Try the experiment upon the next volume. Let its first issue fall into the hands of thousands of friends. You will find it not ungrateful. It will come to you each month more and more worthy of your support.

The "Teacher" has, and always has had, a large number of subscribers in other States. It is held, we believe, in good repute everywhere. No doubt, this number will be increased. But it is to the teachers of our own State it must look mainly for its support. As this number of the "Teacher" will not go to all, let us ask of those who do receive it to lend their influence in extending its circulation. Will not some friend, or friends, see that every city and town is canvassed, and every teacher invited to subscribe? Members of School Committees and friends of education would find the "Teacher" of interest to them. From them, if proper means were taken, we might obtain much aid. We do not want to fall into the fashion of the day, and offer this and that to those who will obtain subscribers for the "Teacher." We desire only a legitimate interest to be manifested in it. We want substantial support. All that is received for the "Teacher" will be expended on it. The only aim

of those having it in charge will be to produce the best journal possible with the means at their command. Let all those who would see the "Teacher" constantly improving, and occupying a position among educational journals worthy of Massachusetts, the pioneer State in education, labor to multiply those means.

LETTER FROM GOTHA, GERMANY.

[From our Foreign Correspondent.]

GOTHA, the capital of the "five acre patch" sneered at by the coach driver in one of Mrs. Trollope's books, is one of those charming cities which one finds scattered through Central Europe, which are so lovely, embosomed by the thousand trees which line the streets and crown the eminences, that it requires an effort for the traveller to tear himself away, after a single day's sojourn. When after my return to America I shall hear one of our countrymen sneer at the little German States, and say that their names are hardly worth the learning, I shall always wish that he may sometime visit one of the cities which form their capitals, not large, judged by the common measure of size, but enriched by more art, beautified by more taste, and cherished with more care than any city of which we can boast.

The first building which we passed on our way from the depot to the city, was the stable of Ernest, brother of Prince Albert of England, and Grand Duke of the State of Saxe Gotha. Opposite is his palace, a neat but very unassuming building, in elegance and in architectural design wholly inferior to his stables. The building for the horses is of hewn stone; the palace of brick, covered with the mastic which so generally prevails throughout Germany. High on the hill, over 1300 feet above the level of the sea, is the palace in which the former duke used to reside, filled with cabinets, and historical curiosities, an admirable collection of paintings, ancient statuary, gems and medals, Chinese and Japanese trinkets, rooms splendidly furnished, and sumptuous beyond description, and yet deserted by the duke for a small house near the bottom of the hill, but which has this great *advantage*, that then he can be near his horses. It will be remembered that Albert's taste, also, is strongly for the chase; the father of these two princes had the same preference, though it was left for the son to build a palace for his horses. William the Third and Great of England, with all his passionate fondness for hunting, would never have been guilty of so senseless a piece of extravagance.

This morning, in company with Prof. ———, I had the pleasure of visiting the stores of the brothers Perthes, and the establishment for the sale of the porcelain manufactured here.

Time pressed us both, and we therefore did not go over the rooms and inspect the various departments, which, with true German politeness, the proprietors invited us to do. But these German publishing houses are so curious, even with regard to the sales room, that I must devote a moment to them.

We inquired first for the publishing house of Justus Perthes, where the admirable maps of Sprüner, Stieler, and Berghaus are issued, maps of which our countrymen are now beginning to know, and which I wish might be introduced into our schools and libraries and drive out the whole mass of incorrect, badly engraved, and badly painted atlases which swarm in America. These are sold very low, are cheaper every way than our own, and it requires very little knowledge of German to become master of their contents. These maps would do more to incite interest in study and secure thorough scholarship than any other apparatus of double the expense, which could be introduced among us. There is Sprüner's Historical Atlas—the Second Part, for instance. What a luxury is the study of the past with such an auxiliary. Years have I spent, like hundreds in America, in historical reading, with such aid as a badly executed series of maps, representing the divisions of the world at the present time, would afford. Nothing can give false ideas of history than such a course. Think of reading the story of Charlemagne's conquests by the aid of a map of modern Europe; of trying to gain a conception of what Saxony was, by looking to see what Saxony is; of measuring our Lombardy by the Lombardy which Charlemagne conquered; and of tracing the ancient France by following the boundaries of the modern. Think of the luxury of going again over the old ground with Sprüner's atlas; of having seventy-three colored copperplate engravings representing the different divisions of the world and the boundaries of separate countries at all stages of their history since the time of Christ; thirteen for instance of Europe, thirteen of Germany, six of Italy, seven of France, and so on; the whole seventy-three, together with more than a hundred smaller charts, representing cities at various dates in their history, walled towns, battle-fields, and remarkable places, costing bound but eighteen dollars. The sum may seem a large one, but the same book could hardly be published in England for half that number of pounds. This collection is of course for large libraries of reference, and for professed historical students; for schools and families there are smaller atlases, of equal merit, sold for three or four dollars.

I have been led into many words upon this subject, but I know that I shall not be accused of advertising the maps published by Mr. Perthes for the sake of that gentleman's benefit. The professors in our colleges and our chief librarians and

teachers are no less anxious than I can be that they should be known ; for of all the studies which we neglect, history suffers the most. It is true we have not that inspiring stimulus which is derived from living surrounded by spots, every one of which could tell a story of the past ; but wherever among us history is studied, the pleasure which it gives ought at least to be increased as much as the possession of accurate and elegant charts can do it.

The two establishments of the brothers Perthes, one for books and the other for maps, are truly German in their style. We inquired first for the establishment where the atlases and charts known over all Europe are issued, and were directed to a large house, close by, which did not differ in the slightest degree externally from a dwelling house. The door was ajar, and my companion stepped in, but immediately came out saying, "This cannot be the place ; this is a dwelling house." But there was no doubting that we had been directed to this place by a gentleman who seemed a resident of the city, and one of us gently opened a door leading from the hall, disclosing a room filled with very miscellaneous contents, and hardly giving a clue from which we could judge whether we were right or wrong. Presently a young man appeared, of rather obtuse understanding however ; but soon after, a young woman who was bright enough for two, and from her we learned that this was in reality the publishing house, and that in the room on the other side of the hall, we should find the clerks. To the room on the other side of the hall we went, and found a quiet, cosy place, filled very inconveniently, as a Boston bookkeeper would think, with loose papers. Three persons were quietly writing there, who very politely gave us all the information we wanted. The remainder of the house is devoted to storing the charts, and they are brought out when asked for.

Just so was it with the brother Frederick Perthes, the publisher of some of the best got up books which have come from the German press, and among others an edition of Pliny's Natural History, now almost complete, which it has been the labor of years to make perfect. The newly discovered books will form a part. But the counting room was small, and not a book was to be seen in it but account books ; the proprietor was sitting on the sofa quietly eating a sandwich, and drinking a glass of wine. That there were books reserved in the other rooms of the house, we soon learned ; for, presently, he began to exhibit copies of the works published by himself, and the little table was soon loaded. The conversation of Mr. Perthes was not of that shallow kind which sometimes decoys the purchaser into the belief that he is talking with a man who values books as coined minds,—as dollars in an oblong form ; it was that of a

man with whom money is one end, but with whom the great end is to secure perfect accuracy and finish in his books, so that they should recommend themselves to scholars, and not need puffing in the face of a public which is unwilling to take the trouble to judge for itself. Such a man, a man who loves his work not alone for the money it brings him, it is a pleasure to meet.

GOtha, 1855.

W. L. G.

[For the Massachusetts Teacher.]

SHOULD DRAWING BE TAUGHT IN OUR COMMON SCHOOLS?

DRAWING is, we suspect, generally looked upon by the community at large, in the light of a graceful accomplishment merely. It is supposed to be something that is a suitable and becoming finish to the education of young ladies, but of no practical use in the business of life.

From this position we dissent, and we offer the following reasons which lead us to believe that drawing should be universally taught in our schools.

First: As a discipline to the eye. The education of the senses, especially those of sight and hearing, may be carried to an almost indefinite extent, and it is a part of the great system of education which, in respect to sight, has been entirely neglected or left to chance; no systematic effort is made to train the eye, no pains are taken to enable it to judge of the comparative size, shape, or color, of objects which are constantly thrown upon its retina.

How often, when we ask a friend for an accurate description of an object of interest he may have seen in his travels, and which we wish to bring before the mental eye and fix in the mind by this process, are we doomed to disappointment, simply because he has failed to observe with accuracy, and impress clearly upon his own mind, the object he is attempting to describe.

Now the direct tendency of drawing is to remedy this defect in our education. No one can become an adept in this art, without having first acquired an accuracy of observation. One must be able to judge correctly of the comparative size of objects on the same plane, and from this to judge of their distance from the observer; also to compare the various parts of an object; to seize the points and recesses, the angles and curves, which make up the outline of each and every object he would draw.

Again, he must study critically the effect of light and shade, aerial perspective, and many of those delicate points which fail to impress the mind of the common observer. He must so dis-

dissect and stamp it upon the mind, through the organs of sight, as to be able to see it as distinctly when the eye is closed as when it is open. We are confident that this power can be obtained, and that by practice it will become so familiar as to be performed almost unconsciously.

The advantage of this acquirement, this power to seize and daguerreotype minutely, vividly and indelibly upon the mind, the various scenes and objects that are constantly floating before the eye, and the ability to reproduce them at pleasure, must be obvious to every one. A private panorama is thus produced without money and without price, which, in length and breadth, in accuracy and beauty, no Banvard ever yet has, or indeed can, transfer to canvas—a panorama which may be unrolled and used at any moment in imparting information or in transacting the business of life.

The training of the muscles to act in obedience to the dictates of the will is, as every one who has attempted to teach penmanship very well knows, a long and tedious process. The pupil may grasp the mental picture of the letter, may see it clearly in all its parts, may be able to analyze it and tell correctly in what particular he fails to copy it, and yet, when he wills his hand to move, as it must move to make it, he fails. The muscles will not work upon the fingers, and the fingers will not move the pen, as he wills them to; and nothing but long and patient practice will bring about the desired result.

This perfect command of the muscles which is indispensable in penmanship, may be acquired just as well in drawing, as in writing. And there is this decided advantage in favor of the former, it is far more attractive to children; for it is rarely the case that a child is found who is not fond of drawing.

Observation has taught us, that improvement in penmanship keeps pace with improvement in drawing; and experiment has proved, that if a certain number of hours are required to bring a class of pupils to a given standard in writing, the result may be reached as well by devoting half of the given time to drawing; therefore, and if for no other reason, we would have drawing taught as an auxiliary to penmanship.

In the various occupations, in all the practical duties of life, the ability to draw with accuracy and rapidity is of great value.

We believe the farmer would be more successful, if he were able to take a pencil and draw a plan of his fields, or sketch the graceful outlines of his full-blooded stock.

The horticulturist who can make with his own hand correct drawings of his choice fruits, or new vegetable productions, has an acquirement of practical value. The carpenter should be able to draft his own plans, the shipbuilder his models, and, in fact, throughout the mechanic arts it would be of real value as a practical acquirement.

The gentler sex will find its utility in copying patterns of various articles of dress ; in designing ornaments to make home attractive, and in amusing and instructing the younger members of the family.

As an aid in the study of Geography and Geometry, its value is unquestioned. Therefore we would have it taught for its practical value.

Its effect upon the taste is direct and powerful ; it leads to a careful observation of the various effects of different combinations of angles and curves, lights and shadows, the harmony of colors, the atmospheric effects, and all the varying phases of nature and art ; and, having observed, the mind is led to choose those which are the most harmonious and beautiful, thus cultivating, directly, a true taste ; and that taste once cultivated, all that does not please it,—all that is false and distorted,—becomes at once distasteful, whether it be found in the physical, moral, or mental world.

In thus cultivating a taste for what is beautiful and true, we are indirectly exerting a restraining moral influence. If our youth are taught to see and appreciate the beautiful and the true, which are from God, they will not, they cannot, love the false, which is not from God.

Upon this point we once heard one of our most celebrated living divines speak as follows : — “ Let my son have a real love for the beautiful in art and nature, and I have no fears that he will fall a victim to the allurements of vice and crime which are thrown around his pathway of life. He may be led astray, he may taste of false pleasures, but they will pall upon his appetite. He will find them hollow and unsatisfactory, and turn away with loathing and contempt to real pleasures,—to the really beautiful because true,—true and beautiful because from God.”

“ Art, how thy finer glories rise
Beyond all scope of space or size ;
Creation to thy finger bends,—
To cunning mastery condescends.

Yet thou obeisance too dost own,
Taking from hand unseen thy crown ;
Reigning in light, with noiseless word,
A shining witness of the Lord.”

NEW ENGLAND NORMAL INSTITUTE.

WE regret to learn, from authority, that this seminary is to come to a close at the end of the autumn term. The association of instructors by whom it has been sustained, with the aid

of a limited fund generously furnished by their friends in Lancaster, find it unadvisable to continue the sacrifice at the cost of which it has hitherto been kept up.

The liberal provision now made by the State, for the education of young men intending to devote themselves to the business of teaching in public high schools, has superseded the necessity of a private establishment for a higher normal training than is furnished in the normal schools of the State. We hope, however, that the State will not fail, in due season, to provide a normal institution for the professional training of the State scholars who are henceforward to enjoy the benefit of a college course of study, with a view to becoming competent teachers in our public high schools. The college course is a noble advantage to a high-school teacher; but it does not provide the peculiar professional training required as a preparation for successful instruction in the grade of schools in which he is to teach.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE Norfolk County Teachers' Association held its semi-annual meeting on the 25th and 26th of October, at South Dedham. The inhabitants of the village, through Mr. Boyden, extended a generous welcome to the teachers. They received them into their homes, and spared no pains to render their visit a pleasant one. The teachers of Norfolk County will have occasion long to remember their friendly reception by the people of South Dedham.

The meeting was an unusually profitable one. The lectures were admirable, and the subjects selected for discussion were such as called out the practical views and methods of teachers. The President, A. Wellington, Esq., of the Quincy High School, contributed much to the success of the meeting, by the courteous and acceptable manner with which he presided over its deliberations.

On the first day, the discussion was mainly upon the question, — "How do you teach Grammar?" Messrs. Metcalf, Dodge and Hagar of West Roxbury, Kneeland of Roxbury, Slafter, Wilson, and Brigham of Dedham, Stevens, Boyden, Putnam, and the Rev. Messrs. Fisher and Colburn of South Dedham, Gage of Boston, and Smith of Dorchester, took part in it. Not all that was said was in direct answer to the question. The speakers ranged over a wide field. The merits of the study, the merits of comparative philology, and the relative claims of parsing and analysis came in for their share of attention. Still several gentlemen confined themselves pretty closely

to giving their own methods. The general opinion seemed to be that the elementary principles of Grammar should be taught orally. There was some difference of opinion in regard to the best method of proceeding,—one gentleman, after the noun, took up the preposition, another the verb, and then the adjective, and so on. All agreed, however, that the scholars should proceed no faster than they thoroughly understood; that what they learned should be preparatory to the analysis of sentences, as well as to mere parsing; that the principles of Grammar should be applied by them as fast as learned, by the formation of sentences of their own. The discussion elicited much of practical importance.

Quite a spirited discussion took place upon "School Libraries" in the evening. One point attended to was the kind of books to be selected for reference, and the manner in which they should be used. Besides Encyclopedias, Dictionaries, and Gazetteers, it was thought that Books of Travels, Biographies of distinguished men, and scientific works, ought to be supplied. It was strongly contended that every school ought to possess a good library of reference books. As all scholars cannot well during the preparation of a lesson have access to these books, on account of there being generally but one copy of each, it was thought best for some particular scholar, or scholars, to look out the subjects referred to, and read the explanations to the class, or to learn what was necessary in relation to them, and give it to the class during the recitation. Different scholars should, of course, be selected from day to day, that all might be trained in the use of these books.

In regard to a "Circulating Library" for the use of scholars, there were various opinions. Some very much doubted their utility; but all agreed that where there were such libraries, the books should be selected with the greatest care, and the teacher should as much as possible direct the reading of his scholars, and see that they read to advantage. It was said that very much of the reading of the present day was useless, or worse than useless, because so hasty and superficial; and that it was very important to train children to correct habits of reading. Much discussion arose in regard to novels. Some would exclude them entirely from the Libraries; others would admit those of a certain class. Several gentlemen mentioned novels they had read in their youth, from which they had received good impressions. Such books they thought it useful to read. But still, the general opinion seemed to be that there were but few books, if any, belonging to the class popularly called novels, that ought to be placed in such Libraries. Messrs. Hagar, Putnam, Paine of Quincy, Pike of Lawrence, Horr of Brookline, Kneeland and Fisher, participated in the discussion.

The latter part of the session was occupied with the question, "Should prizes be recognized among the incentives of the school-room?" It was admitted that in particular cases prizes might sometimes be usefully offered; but as one of the regular incitements to study in a school, the practice of offering prizes was by a majority of the speakers condemned. It was argued by two or three that more study and better conduct was gained by holding out such incentives; that prizes were offered to men all their lives through, and even in the world beyond; and that, therefore, it was but right and in the natural order of things, to offer prizes in the school; and that the evils that others saw arising from this practice were mostly imaginary, and more than counterbalanced by the good gained. On the other side, it was shown that the same amount of study, and the same behavior, might be gained by other and better means; that such incentives would not lead to broad and solid scholarship; that they could not possibly produce the highest forms of character; that they were leading scholars to do from a comparatively low and transient motive, that which they might be led to do from a high and permanent one; that some injustice must necessarily be done in the distribution of prizes, as it is impossible to take all the circumstances of each scholar into the account; and that they produced rivalries and jealousies. For these reasons it was earnestly contended that teachers ought not to hold them out as incentives to study and good conduct. This debate was carried on by Messrs. Stevens, Snow and Vose of Dorchester, Putnam, Kneeland, Fisher, Slafter and Wilson.

A lecture was delivered on Thursday afternoon by Rev. Wm. H. Ryder, of Roxbury. He began by alluding to the two things to be aimed at in the work of Education — one, the communication of knowledge; the other, the development of the faculties of the mind. These should always be kept in view. They have a natural connection. The reception of knowledge aids in disciplining the mind; and the discipline of the mind prepares for the reception of knowledge. He spoke of the influence of different studies in producing these results. Teachers should have their own plans, and teach from themselves. He knew they were sometimes liable to great injustice, because the examination of their schools was oftentimes assigned to those who were not fully acquainted with the subjects taught. Different men also had different standards, and therefore reports were not always just to all. He thought teachers should be left to follow their own plans and methods, and be held responsible for results. He urged them not, in cultivating the intellect, to neglect the heart; to teach daily the eternal truths of God; to be watchful over their characters, which were silently and unconsciously influencing the characters of their pupils; and to

gain a just conception of the magnitude of their work, and consecrate themselves heartily to it. The lecture was very interesting, and brought out many important ideas. It was exceedingly gratifying to hear such advanced by one whose long experience as a committee man, and whose general knowledge entitle them to so much weight.

The evening lecture was delivered by Samuel J. Pike, Esq., Principal of the High School in Lawrence. His subject was the "Democratic Principle in School Government." His idea was not that the teacher should put the government of the school into the hands of his scholars; neither should he govern as an absolutist; but that he should so far admit the democratic principle in framing his school-laws, as to allow his scholars to have some voice in them, and to lead them to feel some responsibility for them. Self-government, he maintained, is the essential thing; and the teacher, instead of putting his scholars in a position where they desire to thwart his plans and violate his rules, had better lead them to co-operate with him, and feel desirous of maintaining the government of the school. He thought it all the more necessary in a republican government like ours that the children should be trained to self-government. The lecture was finely written, and gave evidence of much thought. Had the lecturer shown by examples how he would have this principle applied, he would have enhanced the value of his very acceptable lecture.

Dr. Edward Jarvis, of Dorchester, delivered the last lecture. His aim was to point out the consequences of a misdirected education, and particularly to show how such an education often produced insanity. The first thing requisite, before we undertake to educate a child, is to understand his nature, and, then, the purposes for which he is designed. Every faculty has its own proper place in the human economy, and each should be so developed that all might act in harmony. Some faculties are found weaker than others, and often those which should be subordinate become ruling powers. A perfect plan of education would cultivate each according to its particular need. The physical appetites should be subordinate to the intellect; and all, under the control of conscience. Oftentimes a faculty becomes so much developed, and acts with so much power as to throw off, not for a time merely, but permanently, the control of reason, and thereby deprives the individual of all power of correcting the distorted and false impression he receives. A state of insanity is thus produced, which becomes generally more and more hopeless. He showed how a want of understanding of the nature of the child on the part of parents and teachers, had frequently led to this result. The lecture was eminently a useful one. Dr. Jarvis has given much time to the investigation

of the conditions and causes of insanity, and few are so well qualified to speak upon the subject.

We hope none will do the lecturers the injustice to judge of their lectures by these imperfect sketches. We have only aimed to give some idea of the subjects presented. They were all listened to with great interest, and added much to the usefulness of the meeting. The sessions were brought to a close on Friday afternoon. The customary votes of thanks were offered by Mr. Hagar, who prefaced them with a few appropriate words expressive of his gratification that all the arrangements of the meeting had proved so successful. He paid a deserved compliment to the inhabitants of South Dedham. Rev. Messrs. Fisher and Colburn made short speeches in reply. The Association then sung Old Hundred, and adjourned.

PRIMARY INSTRUCTION.

[The Annual Report of the Condition of the Schools in Cincinnati has just been received. These schools are, in many respects, in a promising condition. Their wants are ably set forth, and many improvements proposed. From the excellent Report of the Superintendent, Andrew J. Rickoff, we give the following extract :—]

WHEN I first visited the Primary Grades, except at times of recitation, I found the pupils almost wholly unemployed, and as at that time, the principles and advantages of classification were little understood, or were deemed quite inapplicable to the Primary Departments, and as there was consequently a very large number of classes, even the individual system prevailing in many cases, the time devoted by each class to recitation, was very limited, not exceeding forty minutes per day, in the best arranged schools. Even in these, economy of time and labor was not studied, and while one was reciting, the others were listless, so that the time really devoted to each child, per day, was little more than the quotient produced by dividing the time devoted to the class, by the number of pupils in the class. All the rest of the time, they were compelled to sit, the hands clasped on the lap, or folded on the breast, or when the teacher was not so nice, they were permitted to take any position their languor might dictate. So passed day after day, and month after month, relieved only by the occasional scoldings of the teacher, on account of the restlessness of the poor scholars.

I first set myself about giving them constant, interesting, and useful employment. It was not without difficulty that the object was accomplished. Finally, however, all objections were overcome, and most of the teachers made an effort to qualify them-

selves for the novel work,—a draft on their resources which was not expected in the schools in which they were employed. The first means, and the only one introduced, was the use of the slate, for printing, writing, or drawing. By a simple reference to the table, showing the *studies pursued*, it will be seen that 8394 pupils have been taught writing, who were never before supposed to be able to receive such instruction. Two or three thousand have learned to write a good, legible hand, and many hundreds even elegantly. But the ability to write is not all the advantage that has accrued from this appropriation of time, formerly worse than lost.

As soon as a pupil has learned to write the script character, or even to print with facility, he loves to exercise his new acquirement, just as a little child loves to talk, for the sake of talking. To copy his spelling and reading lessons, affords him pleasure, and for a time he is employed in this way. But he need not be long engaged in copying. Original exercises next occupy his attention; they call for a higher exercise of the mind, and give zest to the employment. At first, he is directed, perhaps, to write the names of objects in the school-room. His earliest attempts will afford but meagre results. A half dozen items will likely complete his list; if, however, his attention be directed to the different classes of objects, and the parts which compose them, as in the construction of the room itself, the furniture, articles of clothing, etc., the list is soon enlarged, and grows beyond the capacity of his little slate. Then he may commence anew with his own name, the names of his brothers, sisters, parents, grandparents, uncles, aunts, cousins, neighbors, and so on; then again, the names of different classes of objects, the different kinds of flowers, trees, shrubbery, animals, houses, professions, trades, weights, measures, musical instruments, articles of food, of clothing, natural objects and artificial, articles light, heavy, smooth, soft, of different colors, etc., etc., in almost infinite variety. In this class of exercises, there is enough of matter and variety to occupy the first two years of school life, if it were desirable to continue it so long. Next sentences may be written, descriptive of given objects, narrating given incidents, describing the way to and from home, walks in the city, in the country, at different seasons of the year, etc. Then the exercise may be applied to practice, on the meaning and use of words. Objects may be named, and all the possible qualifying words added to them. Words may be given and sentences constructed containing them. Sentences may be written, certain words being omitted, and these omissions may be supplied in the greatest imaginable variety of ways. Sentences may then be required containing the words of the definition table, and so on, almost *ad infinitum*.

I cannot forbear giving a copy of some of the first of these exercises which I found on the blackboard of one of the most intelligent and enterprising of our teachers. She had written at the head of the board, the word "VEGETABLE," as the class of objects which she wished her pupils to enumerate. Raising their hands as the names occurred to them, they were permitted to speak one by one, and the enumeration went on, the teacher writing as it proceeded,—cabbages, potatoes, beans, turnips, radishes, peas, tomatoes, cucumbers, parsley, carrots, horseradish, egg-plant, spinach, lettuce, beets, parsnips, water-melons, mush-melons, corn, wheat, barley, oats, rye, buckwheat. At another time under the head of "BIRDS," they dictated as the teacher wrote, yellow, mocking, blue, canary, cat, red, black, jay, gray, the pigeon, parrot, robin, martin, owl, dove, hawk, crow, quail, wren, eagle, raven, swan, kite, duck, goose, chicken, turkey. I found written on the board, under the head of "PIES," what would make the mouth of an epicure water,—cherry, apple, blackberry, strawberry, peach, custard, gooseberry, chicken, plum, cranberry, mince, grape, currant, rhubarb, lemon, orange, raspberry, veal, pumpkin, and quail. Then the direction how to make an APPLE PIE:—peel the apples and cut them, cook them, make the crust, put the crust in the pan, put the apples into the crust, put the sugar into the pie, put on the top crust, put the pie into the oven and bake it, then—EAT IT. Some objections might possibly be urged against the process, but I give it as I found it.

The foregoing exercises were copied, as I have said, from the blackboard of one of our Primary grades, where lessons of this kind have been given with the greatest degree of success. They were prepared for no special occasion, and were all written by the teacher, at the dictation of the pupils, she not suffering herself to make any additions. After being written by the teacher, they were written and re-written by the pupils. The exercise is a simple one, but its very simplicity is its chief excellence. It tasked, and exercised, and, therefore, developed the faculties of the attention, observation, and memory; it taught the pupils to write, to spell, and it awakened mind, and gave increased interest in the school. Were no other good accomplished, than to occupy the time, and engage the labor of pupils, it would amply repay for all the attention given it. Whatever children are accustomed to do, or to be, becomes habit; if to be busy, they become industrious; if to be idle, they become indolent. If they pass several hours of a day in mental inactivity, they become stupid. The experience of all teachers renders it quite certain that the mismanagement of the Primary Department and the bad habits formed therein, are, in no slight degree, the causes of the stolidity which we meet in

the higher Departments. We might go farther and say what every reflecting observer must admit to be true, that not a little of the indolence and consequent poverty, rags, and wretchedness, that choke up the streams of public and of private charity, is attributable to the habits almost forced upon the children of the schools. If we would have more active, intellectual men in the world, we must not repress, but encourage the mental activity of children.

READING.

Every man and every woman who can read at all, should adopt some definite purpose in their reading—should take something for the main stem and trunk of their culture, whence branches might grow out in all directions, seeking light and air for the parent tree, which, it is hoped, might end in becoming something useful and ornamental, and which, at any rate, all along, will have had life and growth in it.

It must not be supposed that this choice and maintenance of one or more subjects of study must necessarily lead to pedantry or narrowness of mind. The Arts are sisters; Languages are close kindred; Sciences are fellow workmen: almost every branch of human knowledge is immediately connected with biography; biography falls into history, which, after drawing into itself various minor streams, such as geography, jurisprudence, political and social economy, issues forth upon the still deeper waters of general philosophy. There are very few, if any, vacant spaces between various kinds of knowledge: any track in the forest, steadfastly pursued, leads into one of the great highways; just as you often find, in considering the story of any little island, that you are perpetually brought back into the general history of the world, and that this small rocky place has partaken the fate of mighty thrones and distant empires. In short, all things are so connected together, that a man who knows one subject well, cannot, if he would, fail to have acquired much besides: and that man will not be likely to keep fewer pearls who has a string to put them on, than he who picks them up and throws them together without method. This, however, is a very poor metaphor to represent the matter; for what I would aim at producing, not merely holds together what is gained, but has vitality in itself, is always growing. And anybody will confirm this, who, in his own case, has had any branch of study or human affairs to work upon; for he must have observed how all he meets seems to work in with, and assimilate itself to, his own peculiar subject. During his lonely walks, or in society, or in action, it seems as if this one pursuit were something almost independent of himself, always on the watch, and claiming its share in whatever is going on.

Again, by recommending some choice of subject, and method in the pursuit of it, I do not wish to be held to a narrow interpretation of that word "subject." For example, I can imagine a man saying, I do not care particularly to investigate this or that question in history; I am not going to pursue any branch of science; but I have a desire to know what the most renowned men have written: I will see what the twenty or thirty great poets have said; what in various ages has appeared the best expression of the things nearest to the heart and fancy of man. A person of more adventure and more time might seek to include the greatest writers in morals or history. There are not so many of them. If a man were to read a hundred great authors, he would, I suspect, have heard what mankind has yet had to say upon most things. I am aware of the culture that would be required for such an enterprise; but I merely give it as an instance of what may justly come under the head of the pursuit of one subject, as I mean it, and which certainly would not be called a narrow purpose.

There is another view of reading, which, though it is obvious enough, is seldom taken, I imagine, or at least acted upon; and that is, that in the course of our reading, we should lay up in our minds a store of goodly thoughts in well-wrought words, which should be a living treasure of knowledge always with us, and from which, at various times, and amidst all the shifting of circumstances, we might be sure of drawing some comfort, guidance, and sympathy. We see this with regard to the sacred writings. "A word spoken in due season, how good is it!" But there is a similar comfort on a lower level to be obtained from other sources than sacred ones. In any work that is worth carefully reading, there is generally something that is worth remembering accurately. A man whose mind is enriched with the best sayings of the poets of his own country, is a more independent man, walks the streets in a town, or the lanes in the country, with far more delight than he otherwise would; and is taught by wise observers of man and nature to examine for himself. Sancho Panza with his proverbs is a great deal better than he would have been without them: and I contend that a man has something in himself to meet troubles and difficulties, small or great, who has stored in his mind some of the best things which have been said about troubles and difficulties. Moreover, the loneliness of sorrow is thereby diminished.—*Friends in Council.*

RULES FOR STUDY.—Professor Davies gives the following:—

1. Learn one thing at a time.
2. Learn that thing well.
3. Learn its connections as far as possible with all other things.
4. Believe that to know everything of something is better than to know something of everything.

FROM MR. MAY'S BRIDGEWATER ADDRESS.

[The following tribute to the memory of a departed teacher, and allusion to one for whom we hope many years are yet in store, will be heartily responded to by many of our readers. It is an extract from the Address delivered before the Bridgewater Normal Association by Rev. Samuel J. May :—]

IN the district school, hard by the house where I lived six happy years, in another part of this county, I had frequently observed, among other very bright girls, one who seemed to me peculiarly intelligent and lovely. I followed her into the schools she was afterwards called to take charge of, and perceived that she possessed, in no ordinary degree, *the gift of teaching*. By my advice she came hither,* and passed a year or more under the admirable discipline of Mr. Tillinghast.

On her return, she was made principal of the Union High School in Scituate. There she soon made manifest to all intelligent observers, how much even one who had a *genius for teaching*, could be benefited by the studies, discipline, experiments of a Normal School.

Miss Tilden went with me to Lexington; and I was very soon assured, that if I was myself insufficient for the duties of the place, I had conferred an inestimable blessing upon the cause of education by bringing her into that situation. Never have I seen one, who could, like Caroline Tilden, quicken the most sluggish intellect, fix the most wandering attention, and inspire the most indifferent with the desire to know. Often have I suspended for a while the exercises of my own classes, that I might enjoy the feast of listening to her teaching, and catch some of the effluence of that spirit, which seemed to guide her every word and motion. She was in the school continually as an angel of light and love. And there she lived and unsparingly labored five bright years, and thence ascended to those kindred "spirits, which do always behold the face of my Father in Heaven."

Much as I attributed her admirable skill in teaching to the inspiration of Him from whom cometh every good and every perfect gift, she would always tell me with a glow of gratitude, how much she owed, under God, to her teacher at Bridgewater. The training which she here received from Mr. Tillinghast was, I doubt not, of inestimable value to her.

You, who have been his pupils, can tell me better than I can tell you, what there was in Mr. Tillinghast's methods and manners that summoned each faculty of the mind to do its duty in

*Mr. N. C. Nash, a wealthy merchant of Boston, a native of the same town with Miss Tilden, at my request, gladly consented to pay her expenses, so long as she should find it profitable to continue here.

its time, place and measure ; never to thrust itself forward to excite surprise and court admiration ; but to content itself with contributing, as alone it could, in its time, place and measure, to the harmonious movements of the whole intellectual and moral being.

Mr. Tillinghast's aspect was at first forbidding. He had been subjected in his youth to the severe, unyielding, harsh discipline of a military school. At West Point Academy, the physical and mental powers, I know, are often admirably drilled. But I fear the discipline there sometimes exerts an unhappy influence upon the social, if not upon the whole moral character. The moral character of Mr. Tillinghast you will all, I am sure, testify was unharmed ; for he has ever shown himself to be most conscientious and pure.

All his pupils, I believe, who remained long enough under his instructions to appreciate him justly, concur in bearing high testimony, not only to his surpassing skill in teaching, but to his purity, elevation of purpose, and true though not forth-putting benignity. He showed while here that he was fitted to instruct and to command ; that he wielded a plastic power. The impressions that he made upon very many of his pupils were obvious and ineffaceable ; not only on their intellectual, but on their moral characters ; not only in forming them to be school teachers, but to be *true* men and women in every relation of life. His great aim was to keep alive in himself, and to awaken in all about him, the deepest *sense of duty*, its high behests—its sacred obligations. This is the true foundation of character. It can rest securely on God alone.—“ Every signal act of duty is altogether an act of faith.” And the daily and hourly unflinching adherence to that which one fully believes to be true and right, *is eternal life*. I am told that a favorite passage, often repeated by Mr. Tillinghast in school, was the following from Wordsworth :

“ What are things eternal ? Powers depart,
Possessions vanish, and opinions change,
And passions hold a fluctuating seat ;
But—by the storms of circumstance unshaken,
And subject neither to eclipse, nor wane,
Duty exists.”

Mr. Tillinghast's life as a Normal School teacher has ceased. His account with his fellow-men and with his Maker on that score, is made up, and cannot be changed. And this is an appropriate occasion, and here the fitting place for those of us who have known him best, through his long career of fourteen years of usefulness, to give our testimony respecting him. It is due to the public which he has served so well ; it is due to him, worn out, as we fear, in that service. It is all the more due to him, as he is one whose unfeigned modesty is such, that he

is ever wont to depreciate himself and the value of any thing he has done. I doubt not there are welling up from the hearts of many who hear me, memories of inestimable benefits received from Mr. Tillinghast—and testimonies to the value of his services in this school, higher far than I have ventured to intimate.

THE PERCEPTION OF BEAUTY.

THIS age is sometimes called utilitarian; and in many respects it certainly is so. That which can be put to use in supplying the physical wants is most prized. Men are in eager pursuit of wealth, or are so poor as to be hard-pressed for the necessaries of life; so they come to regard that most which can be coined into money, or bring a supply of food. Still, this does not express the whole truth; for men are not wholly given to the worship of Mammon. The wealth gained is often used in obedience to the higher principles of man's nature. It sends the light of Christian truth to darkened minds; it endows colleges; it gladdens the earth with blessed charities; it upholds art, and does much to adorn and beautify. The world has always a bright side, and that side it is best to keep ever in view. Yet the ugly fact, that men are for the most part chained to the earth to dig and delve, is met at every turning; and so eagerly are they gazing into their sand heaps for grains of gold, that the beauty which is bending over them and smiling around them, is as though it were not.

That each man has faculties to enable him to perceive and appreciate beauty, cannot be questioned. In a true plan of education, these would receive their share of attention, and be properly developed. They have heretofore, as far as the education of the mass of the people is concerned, been almost entirely overlooked. The aim has been to unfold those faculties, merely, which fitted for what has been called practical life. Most of the efforts of schools are thus directed now; and perhaps it cannot at present be otherwise. But, still, it is in the power of teachers to do very much towards developing that part of the child's nature, which seizes upon the beautiful, and draws from it its genial and inspiring influences. As far as this can be done, it should be done. It is quite certain that through the whole educational course, from the primary school upwards, something may be accomplished here by each successive teacher, without any serious loss of time from the regular studies pursued in the schools.

The great error in our system of education is that the perceptive faculties are scarcely trained at all. Hence children and men do not observe things as they should. They see with-

out seeing, and only a small part of the objects beheld are impressed upon the mind. All besides is confused and indistinct. How few, for instance, can describe the line of the horizon, often one of great beauty, as seen from their homes, or from some neighboring eminence, though they have beheld it thousands of times. And this, because their attention has not been properly directed to it. Let the attention of scholars be called to this line, and at some future time require, as an exercise in composition, a description of it. Two things will then be accomplished at the same time. Lead them to note the difference in their sensations, as the eye passes over hill and dale, along the dead level of the sea, around the sharp corners of distant buildings, or across some wavy forest. That which causes the most pleasing sensation will, of course, be the most beautiful to them. At another time, bid them describe the great features of the landscape enclosed by this line. Insist upon close observation and faithful description. If they understand fully what is required of them, they will find pleasure in doing it; and as they note the forms of the surface, the groupings of buildings and trees, the positions of water, and so on, they will discover beauties, of which they before knew nothing, though the same landscape has been spread out before them for years. Could they be taught to sketch all these, it would be far better; but that could hardly be accomplished in our schools now.

Next, this same landscape may be made to give lessons in light and shade and color. There are not many scholars whom an intelligent teacher could not lead to find pleasure in viewing the thousand shades of the same color even with which the landscape is adorned; in beholding the ever-varying hues produced by the ceaseless play of light and shade, as the wind sweeps over meadow and forest, or the fleecy cloud veils and unveils the sun. Let them search for any two spots that have precisely the same coloring, or the same arrangement of light and shade. They might thus be led to spend hours in learning the wonderful variety of forms and colors, which nature offers to view, under the influence of those delightful emotions which true beauty ever excites.

The great features of the landscape need not occupy the whole attention. The teacher may descend with his scholars into particulars. Nature has done nothing which is not worth study. She has clothed in beauty even her lowliest forms. Each tree, in its form and foliage, each plant, each flower, has elements of beauty, which only special study can discover; but once discovered, that tree or flower is beheld as never before. It is invested with a charm that never departs. It not only pleases when beheld, but as often as memory brings back its

image, it sheds its beauty upon the heart. There is even in the sand-bank, in the roughest rock, in the moss that grows over it, in the dusty wayside weed, a beauty which will gladden the eyes of him that seeks it. Every teacher, who is himself a lover of beauty, can open here sources of enjoyment to his pupils, which will save them from much of the sorrow and evil of life.

Let him by no means fail to direct their eyes upwards. Few know the beauty that ever graces the skies. The clear trembling blue that seems to tempt your gaze on and on to the fancied heaven beyond; the thousand cloud-forms that repose lightly on the summer air, or are driven on by the rushing winds, ever changing in form and hue; the rich play of the morning light, the gorgeous train that waits upon the setting sun, all glow with the divinest beauty, which in its purifying and elevating influence lifts the soul from earth to heaven. Let scholars be taught to watch the setting sun, and after it has disappeared, to note the intermingling and gradation of colors, from the cold purple of the zenith to the glowing gold of the horizon; let them watch the change from gold into orange, from orange to crimson, from crimson to purple, and so on till the dull blackness of night gathers, and the stars come out to stand their nightly watch, and they will behold visions of beauty which will light up the chambers of their minds forever. These glorious sunsets, which are so frequently occurring, are in some measure beheld by all. The brightness which robes the western sky attracts all eyes. But their chief and most moving beauty is not seen by the careless beholder. Only the earnest observer traces those delicate shadings and softened tints, which glow with beauty not of earth, and soothe the soul into a repose like that which one imagines the "beloved disciple" to have felt as he leaned upon the Saviour's breast.

In cities, and in some measure everywhere, teachers can point out the beauties of art, and direct their scholars where they can find what is worthy of their study. Fine pictures might from time to time be exhibited, and their excellences shown. Coarser ones might also be sometimes used for purposes of criticism. A few such lessons even, would be invaluable, and would do much towards forming a true taste. The time may come when the walls of our school-rooms, instead of being disfigured with hideous anatomical plates, will be adorned with pictures of real beauty, and its niches graced with busts and statuettes. Could a love of beauty be awakened in the hearts of the scholars, it would be a powerful auxiliary for good. The moral tone of the school would be elevated at once.

Beyond the mere outward forms of beauty scholars should be taught to look. All this robing of earth and sky has a

meaning; and it is this meaning that most works into the soul, and chastens and refines it. Beauty is expressive of the love of God; for it can be only in love that he has woven so fair a vesture for the earth, and insphered it with such glowing skies. The sentiment of beauty, therefore, lifts all to him, and makes them feel the arms of his love encircling them. It wins from all that is low and sensual to all that is pure and ennobling. There may be a recognition and love of beauty, even where there is forgetfulness of God. But how much brighter does it glow, how much sweeter and purer the emotion it awakens, when God's love shines out through it. The teacher in laboring for these results may gain nothing that will appear in examinations, or grace his exhibitions; but he will have the satisfaction of knowing that he has opened to his scholars sources of pure enjoyment; that he has been instrumental in storing their minds with beautiful images, which will fill many an otherwise vacant hour with bright visions, and charm away pain and sorrow in times of sickness and distress; that he has opened to them a path which leads to God.

A FEW WORDS TO THE TEACHERS OF OUR WINTER SCHOOLS.

BEFORE the issue of our next number, many of our winter schools will commence, and in some of them teachers will be employed, who engage in the work for the first time. It is to such, more particularly, that we wish to say a few words. Presuming that you have duly considered the nature and magnitude of the work before you, we will endeavor to offer a few brief suggestions which may be of some service to you.

1. *Give your heart to the work before you.* Remember that the very moment you enter the school-room you assume responsibilities and duties of a new and important nature. In the discharge of these duties you will be constantly exerting an influence which will have a life-long existence for the weal or woe of your pupils. An influence of some kind you must exert. Your every word, act, movement, and look, will make impressions, salutary or otherwise. Then strive to convince your pupils, at the very outset, and continually, that you wish to do them good, and the greatest possible amount of good. Let all your actions and all your expressions give evidence of this. Let your time and your energies be given to the great work before you.

2. *Be punctual and prompt.* Do not linger on your way to school, and be not content to arrive a few minutes late, or even just at the moment for commencing. If you would have your scholars punctual you must be so yourself. Example and pre

cept should go together. If your pupils always find you at the school-room a few minutes before the time, ready to greet them with a cheerful smile, they will be strongly induced to be there early, with their "morning-shining faces" all ready to reflect back your pleasant looks. Make them feel that you will always be in season, and let them be assured that they may always find you at the school-room, some ten or fifteen minutes before the hour for commencing, and they will be much inclined to imitate your example.

3. *Be sure to have good order.* This is of the first importance; it is, indeed, indispensable. Without order you cannot have a good school. You may have pupils of ability, and talent, and goodness, but they will need governing and directing. They may possess the best of traits and qualities, but they will need your guiding hand. Therefore keep the reins of government in your own hands, and be sure that you *bear a steady rein*. A skilful coachman will guide and control his horses at will, and safely conduct those in his charge to their destination; but one unskilled might only hold the reins, while the uncontrolled steeds should rush on to sure destruction. So it is with the teacher. If he rightly understands the nature of the young mind, and the nature of his duties, he will safely discipline and guide them; while, if he is unskilled and reckless, he may only have the name of holding the reins of government, as his pupils bear him with themselves to destruction. If you would govern wisely and well, have not many rules, but see to it that the few you do have are properly understood, and exactly and promptly obeyed. Be sure that you never *scold* in school, and never threaten a punishment which you have no intention of inflicting. Be firm, be calm, be cheerful. Be ever ready to *assist* your pupils, but not too ready to *tell* them all they wish to know. The best way to render true assistance may be to encourage them to search for themselves. If you can succeed in awakening a lively interest in the school and its exercises, the discipline will be comparatively easy. Therefore make it a prominent point to make all lessons and recitations as interesting and attractive as possible.

4. *Be thorough in your teaching.* Let your ambition be to do *well*, rather than *much* or *many things*. Let every exercise be thoroughly understood, and to this end do not limit your questions to the text-book. Ask many questions in addition to those in the book, and be sure that every subject is fully comprehended. Make haste slowly, but surely, thoroughly. We might offer other suggestions, but if these are properly regarded, others may not be needed; and if they are not rightly received and considered, others would be useless.—*Connecticut School Journal*.

TEACHING AND TRAINING.

MANY teachers fail to accomplish what they wish, because they do not understand the difference between *teaching* and *training*. To *teach* is to communicate instruction, to impart information: to *train* is to "*exercise, to discipline, to teach and form by practice,*" says Webster. With those who are already educated, measurably, mere *teaching* or precept may suffice; but for young persons, those who are *to be educated, training, practice, must be superadded, or much of our labor will be lost.* This is the object we have in view in many of our reviews and repetitions, and in the various exercises by which scholars are required to apply in practice what they have attempted to learn.

With reference to intellectual culture, this training is intimately connected with the *law of association*, which lies at the foundation of *habit*. Much may be learned on this subject by observing the plans adopted by those who have acquired skill in the training of animals. The following is related of a successful horse-trainer, who called at a certain nobleman's, and offered to ride any horse which could be produced. "Having one remarkably stubborn, the nobleman told a groom to bring her out. The stranger then deliberately mounted, and urged her to move, but not one step would she stir. After a pause he quietly dismounted, gave her one severe stroke with his whip, and again resumed the saddle. The mare remained immovable, but the man preserved his temper, and got down quietly a second time, repeating the blow, but with no better success. After the third stroke, however, she was completely subdued, and moved forward with perfect obedience.

It now became evident that the design of the horseman was to give the animal time to associate the idea of her disobedience with the stroke that followed. When this was established, she was willing to move. On the contrary, if a shower of blows had been dealt out, as thousands of horsemen would have done, the mare would have had no time to reflect, and both she and her rider been roused into fury."

A couple of good anecdotes are told of Dean Swift, which are exactly in point. His servant-girl, whose duty it was to attend to his fire and keep his study in order, had an inveterate habit of leaving the door open; and though she had been reminded of this failing again and again, and had received "precept upon precept," still her bad habit was not mended. On a certain day, she had permission to attend a fair in the neighborhood, and just before starting, having repaired to the she left, she withdrew, leaving the door open as usual. The

Dean waited till she had crossed the lawn and nearly reached the gate, a distance of several rods from the house, and then despatched a servant in great haste to call her back. She was, of course, not a little vexed at the unexpected summons; when she appeared at his door, and inquired what was wanted: "Shut the door, Mary," said the Dean, without lifting his eyes from his book.

At a certain time he was making a journey on horseback, accompanied by his footman. After a few days, John, having found that his master's boots, which he had spent so much time in polishing, became, in a few hours after starting in the morning, quite as muddy as they were the night before, concluded that his labor was all lost, and accordingly the next morning presented the boots without cleaning. To his master's inquiry, he gave the above reasoning, which appeared to be quite satisfactory. The Dean, however, immediately directed the host not on any account to give John any breakfast. When the servant was called on to start, he informed his master that he had had no breakfast. "Ah," said the Dean, "I thought if you should eat this morning, you would be hungry again by noon, and it would therefore do no good."

No one acquainted with the laws of mind will need to be told that the methods adopted by the Dean were crowned with success proportionate to their shrewdness.

It is in accordance with the ideas here sought to be enforced, that the wise man says, "*Train up* a child in the way he should go, and when he is old he will not depart from it." Mere teaching will not always suffice: skilful *training* will rarely fail to accomplish its object.—*Ohio Journal*.

WORK.

What are we set on earth for? Say, to toil—
Nor seek to leave thy tending of the vines,
For all the heat o' the day, till it declines,
And Death's mild curfew shall from work assoil.
God did anoint thee with his odorous oil,
To wrestle, not to reign; and He assigns
All thy tears over, like pure crystallines,
For younger fellow-workers of the soil
To wear for amulets. So others shall
Take patience, labor, to their heart and hand,
From thy hand, and thy heart, and thy brave cheer,
And God's grace fructify through thee to all.
The least flower, with a brimming cup, may stand
And share its dew-drop with another near.

E. BARRETT BROWNING.

PUNCTUATION.—A country schoolmaster, who found it rather difficult to make his pupils observe the difference in reading between a comma and a full point, adopted a plan of his own, which he flattered himself would make them proficient in the art of punctuation; thus, in reading, when they came to a comma, they were to say *tick*, and read on to a colon or semicolon, *tick, tick*, and when a full point, *tick, tick, tick*. Now, it so happened that the worthy Dominie received notice that the parish minister was to pay a visit of examination to his school, and as he was desirous that his pupils should show to the best advantage, he gave them an extra drill the day before the examination. "Now," said he, addressing his pupils, "when you read before the minister to-morrow, you leave out the *ticks*, though you must think them as you go along, for the sake of elocution." So far so good. Next day came, and with it the minister, ushered into the school-room by the Dominie, who, with smiles and bows, hoped that the training of the scholars would meet his approval. Now it so happened that the first boy called up by the minister had been absent the preceding day, and, in the hurry, the master had forgotten to give him his instructions how to act. The minister asked the boy to read a chapter in the Old Testament, which he pointed out. The boy complied, and in his best accent began to read—"And the Lord spake unto Moses, saying, *tick*, speak unto the children of Israel saying *tick, tick*, and thus shalt thou say unto them, *tick, tick, tick*." This unfortunate sally, in his own style, acted like a shower bath on the poor Dominie, whilst the minister and his friends almost died of laughter.

A PRONOUNCING, EXPLANATORY, AND SYNONYMOUS DICTIONARY OF THE ENGLISH LANGUAGE. BY JOSEPH E. WORCESTER, LL. D.

The author has styled this work "The Academic Dictionary." It has been designed to meet the wants of the higher class of schools. All well authorized English words are contained in it; and their pronunciation has been marked with the greatest care, and the most appropriate definitions given. The bringing together of synonymous words is a new and very important feature of the work. The appendix has, besides the pronunciation of Greek and Latin, Scripture and Geographical names, a list of Christian names with their significations, of the words and phrases often quoted from other languages, and of the principal deities and heroes of antiquity. We hesitate not to pronounce it the best Dictionary for general use that has yet appeared. The publishers have done their part well, and deserve great credit for presenting it to the public in so attractive a form.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... Boston. } RESIDENT EDITORS. { ELBRIDGE SMITH, Cambridge.
C. J. CAPEN, Dedham. } E. S. STEARNS, ... Framingham.

THE FRANKLIN COUNTY COMMON SCHOOL ASSOCIATION.

THIS Association held its annual meeting at Shelburne Falls, on Wednesday, Oct. 31st, 1855.

In absence of the President, the meeting was called to order by the Secretary. D. O. Fisk was appointed President, *pro tem*. Prayer was offered by Rev. W. F. Loomis, of Shelburne Falls.

Messrs. Field, Newton and Miner were appointed a committee to nominate officers for the year ensuing.

The reports of the Secretary and Treasurer were presented.

The Association was then favored with an address by H. H. Pratt, Esq., of Shelburne Falls.

F. W. Miner, of Greenfield, then introduced an Exercise in Teaching Arithmetic, upon which a spirited discussion arose, participated in by Messrs. Kingman and Foster of Charlemont, Miner, Vent and Pratt.

The committee to nominate officers reported the following, who were duly elected:

President — D. O. Fisk, of Shelburne.

Vice President — S. O. Lamb, of Greenfield.

Secretary and Treasurer — D. H. Newton, Greenfield.

Directors — Rev. Geo. M. Adams, Conway; H. A. Pratt, Esq., Shelburne Falls; Henry M. Goddard, Orange; S. T. Field, Shelburne Falls; Edwin A. Pratt, Montague.

Committee on Prizes — C. F. Vent, Esq., Greenfield; Rev. W. F. Loomis, Shelburne Falls; Rev. J. F. Moors, Deerfield.

Auditors — Rev. J. H. Merrill, Montague; E. B. Alvord, Shelburne. Adjourned.

EVENING SESSION.— The question, "Is it advisable to offer Prizes as incentives to emulation in our Public Schools," was discussed by Messrs. Newton, Fisk, Kingman and Field.

The Association then listened to an address by George Stevens, Esq., of Lowell. Subject—"The true end of Education."

Adjourned.

THURSDAY MORNING.

W. T. Loomis in the Chair. Prayer by S. T. Field.

The Committee on Essays reported that equal prizes be awarded to No. 5 and No. 6, of \$5 each, which were then read before the meeting.

The Secretary then opened the envelopes corresponding to the successful Essays. No. 5, Miss Esther Newton, Green-

field; No. 6, Miss Marie A. Sawyer, Wendell. The remaining Essays, upon application to the Secretary, will be returned to the authors.

Voted, That hereafter the Committee on Prize Essays be allowed to present a report on all the papers submitted to them for examination.

Exercise in teaching. Reading, by C. F. Vent, of Greenfield, and discussed by Messrs. Pratt and Miner.

The last hour was occupied by Prof. Arms upon the subject of "Aid to Memory."

Resolved, That the attendance upon and interest shown at this meeting, encourage us to persevere, and endeavor to render the future meetings of the Association more useful and interesting, and worthy the attention of teachers, and of the whole community.

Resolved, That the thanks of the Association be presented to Messrs. Pratt and Stevens for their very able and instructive addresses before the Association.

Resolved, That the thanks of the Association be presented to the people of Shelburne Falls for their kind and cheerful hospitality, and for their active efforts to make the present meeting so pleasant and useful, and also to the Baptist Society for the use of their church.

Adjourned *sine die*.

D. H. NEWTON, *Sec.*

For the Massachusetts Teacher.

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

A MEETING of this Association was held at Monson, Friday and Saturday, October 19th and 20th.

The meeting was called to order at half past three in the afternoon, on Friday, by the President, Mr. Barrows, of Springfield. The lecturer appointed for this hour not having arrived, Mr. Tufts, Principal of Monson Academy, gave a lecture on *System*. The lecture was full of sound sense and practical wisdom, and we regret that our limits will not permit us to give an analysis of it.

Wm. H. Wells, Principal of the State Normal School at Westfield, followed with an interesting account of the state of education in Canada, and a description of the Normal School at Toronto. Mr. Wells has lately returned from a visit to the Provinces, where he has been to acquaint himself with the common school system of Her Majesty's dominions.

The evening session was opened by a lecture from A. Parish, Principal of the High School at Springfield. Subject—Moral Instruction. The lecture contained many practical suggestions of great value. It was followed by a poem delivered by J. E. Taylor, Esq., of Springfield, Subject—Letters.

A discussion followed on various topics suggested by the lectures, in which the younger members of the Association took an active part. Mr. Strong, of Springfield, spoke of the good effects of Teachers' Conventions upon the teacher. Mr. Flint, Principal of the Westfield Academy, said that the tendency of the age was to shut out moral instruction from the school-room, altogether. He thought the public sentiment was wrong on this subject. Mr. Dickinson, of the Westfield Normal School, thought the reason why so few teachers were found at the meetings of the Associations, was that the instruction given in the lectures and discussions of the Association was not practical enough, and he suggested that at the next meeting some teacher be requested to give a model exercise in teaching on some topic taught in common schools. The suggestion was put into the form of a resolution by Mr. Wells, and adopted by the convention.

Mr. Bailey, of Chicopee, entertained the convention with a few remarks pertinent to the occasion.

The Saturday morning session was opened with a lecture by Mr. J. T. Ford, of the Theological Seminary, East Windsor, Conn. Subject—Physical Geography. He presented a historical sketch of the science from the earliest times to the present. It was an able production, and secured the undivided attention of the audience during its delivery.

The convention closed its session at 10 o'clock, A. M., and the members returned to their homes, feeling that the little time they had been together had not been spent in vain.

J. W. D.

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